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ABSTRACT

The resource unit, developed by the University of Minnesota's Project Social Studies, is the second in a series of six units on continuity and change in American civilization. The unit deals with 18th century principles and their effects upon Americans. Key attention is given to the political system, development of the executive and, in particular, political party theory. The relationships of the political system with the economic and social systems are also stressed. The course is designed to teach attitudes and inquiry skills as well as generalizations and concepts. The inquiry approach to teaching is stressed. Preceding the main body of the unit are three sections on the following: 1) major historical points to be developed in the unit; 2) a list of unit objectives; and 3) content outline showing how different topics in American history can be used to teach the unit's major generalizations. The objectives, content, teaching procedures, and instructional materials to be used are specifically explained in the main body of the unit, and the relationship among these is made clear. Specific questions to facilitate classroom discussion are listed. A bibliography of student and teacher materials to be used in the course is also provided, however, many other materials can be used in lieu of those suggested. Related documents are SO 006 777-783. (Author/RM)

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Grade Ten
Unit II: THE REPUBLICAN AGE, 1760's - 1820's

SO 006 779

RESOURCE UNIT

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1968

INTRODUCTION

Preceding the main body of the unit are three sections which should be read carefully before any examination of the unit proper.

(1) Section one contains a statement by the staff's historian about the major historical points which should be developed in the unit.

(2) Section two contains an overall list of objectives for the unit. Those marked with astericks are the major generalizations to be developed.

(3) Section three contains an overall outline of content to make it easier for the teacher to see the way in which all parts of the unit fit together.

It should be noted that because a number of activities are used to teach more than one part of the outline of content, it has been necessary to place that section of the outline which pertains to a series of activities opposite the first one to which it relates. The teacher should look back to the last section of the outline in order to find out what content is related to an activity which has nothing listed opposite it in column 2. In a few instances, it was found wise to insert some activities which seem more related to other topics in the outline of content, usually those which have been taught earlier.

PART II - AMERICA AS A NEW NATION, 1760's - 1860's

Robert F. Berkhofer, Jr.

Historians debate whether Americans had an Enlightment period or not, but regardless of how this controversy is finally settled, the young nation embodies the fullest realization of the liberal ideals of the eighteenth century. In politics she established her independence and immediately demonstrated the possibilities of constitutionalism and republicanism. A liberal economy, as espoused in late eighteenth century thought, was in full operation by the time of Andrew Jackson. In religion, America stood for freedom of conscience, separated church and state, and cleaved to the newer, more democratic denominations. Socially, the equality of man as expressed in the Declaration of Independence was not felt by Americans until the time of Andrew Jackson; the Civil War period saw this logical extension of this doctrine to the Negro. As a result of espousing these ideals, Americans believed that they had founded a new type of nation and that the Western Hemisphere would be the home of a new order of men - a veritable anti-Europe.

For the purpose of pedagogy, the period can be studied best in three units. The first will focus upon the creation of a new state and the political system in that new nation. The second unit will concentrate upon change in the other sectors of society, and the third, although
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Unit II - The Republica

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Unit II - The Republican Age, 1760's - 1820's.

In order to found a republic, the colonists had to have a literal as well as a figurative revolution. Not that the colonists aimed to foment a break between themselves and the mother country; they merely insisted upon their rights as Englishmen, which they were defining, however, in their own terms through their own political bodies. Therefore, recent historians interpret the Revolution as a conservative movement to retain rather than gain new rights. After all, the colonists were probably in actuality, the freest people in the world at that time. Why should they revolt but to keep what they thought was being taken away-- whether rights or status? (An analysis of the causation of the Revolution offers an excellent opportunity for critical thinking.)

The conservative interpretation raises the whole question of what is a revolution. Is it really political separation from the former de jure government with a new de facto government becoming legitimate in the eyes of its own people and, after a successful

war, also in the eyes of the former de jure government? Or does it have profound social and economic consequences? If the latter, although there was expropriation of estates and the flight of some aristocrats, still many landed aristocrats remained to maintain the former class structure. In this case then, did the colonists have a revolution? When does a revolutionary de facto government become legitimate? What is a viable state? All these questions offer a good framework for placing the actions of both colonists and English government in proper perspective. They also form a good introduction to the remainder of the unit.

While the concept of republicanism was not new, the actual founding of a state, with a large physical extent upon its principles, was. To late eighteenth century political theorists, republics had been small political entities that had been, for the most part, historic failures. Thus both the former colonists and Europeans viewed this new government as an experiment. Here was an attempt to fulfill traditional and, therefore, seemingly necessary political functions by a new apparatus, and both participants and foreign observers watched with interest the results.

In the eyes of the colonists, the powers of government must be defined in written constitutions. The state documents written in 1776 and in succeeding years were part of one of the great decades of constitution-making in world history. With no real model before them, the lawmakers drafted constitutions surprisingly quickly. While many books speak of these documents as if they were either liberal or conservative, this rigid assignment is no longer acceptable. True, there were differences about tenure of office and qualifications of office-hold
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office and qualifications of office-holding and suffrage (none contained universal male suffrage), but much more striking is the consensus about governmental structure and functions in a republic. All created a tripartite division of powers, and all but one included a bicameral legislature. In one way or another, the documents contained the rights we associate with a bill of rights. That they were new departures can be seen in the confusion about the exact way of ratifying or amending the fundamental law.

Although the form and powers of state government were handled with relative despatch, the structure and power of central government remained a problem for well over a decade. In spite of American stress upon written constitutions, the new nation operated many years under a revolutionary Continental Congress not circumscribed in power by any written document. Finally, the treaty-like Articles of Confederation were adopted by the states. Not strangely, the allocation or powers between the central and state governments resembled the division between London and the colonies as argued by the colonists upon the eve of the Revolution. The states allowed the Confederation to conduct diplomacy and war while they controlled taxation and economic affairs. It was only after peace came that a movement arose to recombine the diplomatic and economic functions in a central government. The Federal Constitution utilized the by-then traditional American governmental structure of a three-branched government in a new allocation of powers between the states and central government. Because of the new division of power between the two levels of government, the word "federal" changed its meaning from "confederate" to that peculiar combination of national and state government that is the United States of America. The division of power between the nation

and the states, however, was neither clearly stated nor precisely drawn; much historical controversy and confusion, as is evident even today, has resulted.

Similar confusion arose over the new Constitution's provision for executive power as well as its supposed lack of provision for traditional substantive and procedural rights. Both problems have continued to the present day: the office of the president has changed both with the times and with the men of differing personalities and theories who have held the office; the Bill of Rights, added by the First Congress, is constantly re-interpreted and re-defined in the federal courts. Thus the Constitution, while supposedly written for all times and infrequently amended is a growing document, changing through court interpretation, historical precedents, legislative actions, and executive theories.

The history of the 1790's is a vivid example of these problems. The presidency of George Washington is significant for the establishment of precedent about the executive office, the creation of the Cabinet, the relations between Executive and Congress, and the role of the president to the people. In the same way, the classic struggle between Hamilton and Jefferson can be studied as the founding of a political party system and the allocation of powers within a federal system rather than a mere personal conflict between two culture heroes. In many ways the 1790's can be utilized to reinforce the theory taught about the political system in the eighth grade.

Some of the differences between Hamilton and Jefferson pertained to the relation of the government to the economic system. In a v
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to the economic system. In a world still dedicated to mercantilism, the new states and then the new federal government under the Constitution could establish their own mercantile systems complete with tariffs and bounties. Tariffs for the young national government were more sources of revenue, though, than protection for infant industry. The Constitution provided for a uniform monetary system, but it was a long time before such a system was actually achieved. In spite of Hamilton's plans, the American economy was little aided by the central government, and this points to the actual working relationship of that government to the economy. The chief demand upon the new government was frugality, hence low taxes, and the protection of private property, deemed much laissez-fairism simply by inaction rather than positive policy. On the other hand, the states still intervened to a considerable extent in the local economy through regulations and subsidization. Here was the federal principle applied to the economic affairs of the day.

In spite of the few famous deists of the eighteenth century, most Americans were theists, and Protestants besides, who believed that religion was the true foundation of the state. What many of them wished ended was the political favoritism of one denomination over the others. Thus both the deists and such evangelical groups as the Baptists and Methodists could unite in a movement for the separation of church and state. In many countries, such an achievement would have been revolutionary because the heritage of one nation, one law, one faith still lingered, but the long time de facto toleration in America, because of the religious diversity of its immigrants, made this achievement a relatively easy one.

This achievement made for the system of denominationalism we have in the United States.

Yet separation of church and state was not immediately achieved in New England and most Americans still believed in the combination of religion and state. What the preponderant majority desired was a laissez-faire attitude in religion, which as in economics meant the government was to encourage religion by not interfering with it. All Americans assumed that the United States was a Protestant nation. Such a result would be expected given the theoretical relation between religion and a way of life, and such theory might be presented to the students at this point.

Lastly, the decision-makers of the new republic had to cope with the foreign policy of a newly-independent nation. From the very start, under the Revolutionary government, Americans attempted to model their foreign policy upon the newest precepts of recent theorists, and these were indeed unusual in an international system based upon constant military and economic rivalry. According to these policy-making Americans and to some European political theorists, a nation should separate its commerce from its foreign policy in an attempt to achieve peace. Unlike its opposite, mercantilism, such a policy only made sense in a world presumed peaceful. Americans sought this goal and attempted in the model treaties drafted during the Revolution, in Washington's Farewell Address, and in Jefferson's Inaugural Address to preach this policy. As Jefferson said with usual style: "peace, commerce, honest friendship with all nations; entangling alliances with none." In order to avoid the "foolish wars" of Europe which were natural give statecraft at the time, Jeffe attempted t maintain the righ is, a sensible--nation. The ne embargo and insistence upon ne War of 1812 must be viewed in to foreign policy.

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Europe which were natural given the principles of statecraft at the time, Jefferson and his successor attempted to maintain the rights of a neutral-- that is, a sensible--nation. The new foreign policy of embargo and insistence upon neutral rights before the War of 1812 must be viewed in light of this approach to foreign policy.

From the earliest migrations to the land that was to become the United States, many newcomers looked upon themselves as founding new societies modeled upon new ideals. Thus it is not strange that Americans believed their Revolution created a new nation that embodied some of the most advanced ideals of the age. By putting into practice what some Europeans only conceived theoretically, they pictured themselves as the most recent link in the chain of historic progress, from Ancient Greece and Rome through Renaissance Europe and even contemporary Europe, which they pictured as a land of tyrants, monoply, and often superstition instead of republicanism, laissez-fairism, and freedom of conscience as they had. As the "beacon of the West," Americans considered their nation as a model for the rest of the world. This was the American mission. The success of the Latin American revolutions indicated that the whole Western Hemisphere was a new "system" opposed to the old world. The Monroe Doctrine proclaimed this division between the two systems.

Most Americans wanted to turn their backs upon the follies and foolish wars of Europe, as they viewed Old World affairs, and to devote themselves to internal development and the extension of American principles to the western territories and beyond. Political republicanism and economic opportunity were written into

western expansion by the Ordinances of 1785 and 1787 and their successors. The peace following the War of 1812 allowed Americans to pursue a policy of isolationistic nationalism. The mission of America soon became its Manifest Destiny.

OBJECTIVES

This unit should make progress toward developing the following:

Generalizations

1. Although culture is always changing, many parts or elements persist over long periods of time.

   *a. Revolution implies a fundamental change in the political system, with ramifying effects on the social and economic systems as well.

   b. Changes in one aspect of a society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

   c. Political revolutions are usually the result of multiple causes.

   d. Culture may change through a process of innovation from within.

   e. Culture traits may spread through a process of diffusion.

*2. A constitution is the basic, fundamental law in the political system; it sets the structure, relationships, and powers of the political institutions and political components.

   a. Constitutions may be written but in some cases they exist in part as custom and traditi

   b. Constitutions may contain neg prohibitions as well as grant power and statements of relati that is they may in democraci majority action on some subje

   *c. Constitutions change by forma ment but more importantly by custom and interpretation.

3. A stable political system enjoys the acceptance of its functioning authority.

4. Individuals know the political sy as a set of images and pictures c for them by communicators; they r to these images rather than to th world and real people.

*5. The separation of powers is an ins division of political institution legislative, an executive, and a autonomous authority to maintain from each other.

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a. Constitutions may be written documents but in some cases they exist wholely or in part as custom and tradition.

b. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is they may in democracies prevent majority action on some subjects.

*c. Constitutions change by formal amendment but more importantly by changes in custom and interpretation.

3. A stable political system enjoys legitimacy--the acceptance of its functioning and authority.

4. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

*5. The separation of powers is an institutional division of political institutions into a legislative, an executive, and a judicial autonomous authority to maintain independence from each other.

*a. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do.

*6. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity and competition.

7. In political conflict there is a struggle over scarce values or goals.

8. Conflict serves to establish and maintain the indentity and boundary lines of societies and groups.

9. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.

10. Political organizations act in the political system to organize and mobilize political power of individuals or aggregates behind candidates for office or policy alternatives.

*a. A political party is most obviously distinguished from the other political organizations by its completely political character and by its general dominance of the organizational process of contesting elections.

11. The type of leader differs in different situations.

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12. Every decision-maker is dependent upon advice, knowledge, information, and political intelligence; as a result, those advisors who provide him with them have an important base for exerting influence on the official.

13. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

14. An individual may experience role conflict because of the many roles he must assume.

15. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose democracy presupposes, all depend on a high degree of personal freedom.

16. The community demands order and stability--goals which may be incompatible with the demands of individuals.

a. Countries are more intolerant of those whom they consider subversive in times of crisis than during times when they face no such threats.

17. Nationalism is an awareness by the people within a society that its culture is different enough from other societies so that they consider their society a separate entity in the nation-state system.

*a. Nationalism leads to a high degree of intense support within the country for goals and instruments a nation chooses to use in international affairs.

18. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems.

*a. Each nation in the international system begins its relations by setting its goals and strategies of foreign policy.

b. There are many sources or bases of national power in dealing with other nations.

19. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

Skills

1. Attacks problems in a rational manner.

a. Sets up hypotheses.

b. Identifies value conflicts.

c. Identifies factual questions which must be answered in debates over courses of action involving value-conflicts.

2. Gathers information effic

a. Uses effective reading

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4. Evaluates information and information.

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2. Gathers information efficiently.

   a. Uses effective reading skills.

      1) Adjusts reading rate to purpose in reading.

         a) Skims to obtain an overview of a period.

      2) Reads for main ideas or to answer questions.

      3) Reads for details.

   b. Uses specializes references such as the Dictionary of American Biography.

   c. Draws inferences from tables.

3. Uses effective geographic skills.

   a. Draws inferences from maps.

      1) Draws inferences from a comparison of different map patterns of the same area.

4. Evaluates information and sources of information.

   a. Differentiates between primary sources and secondary accounts.

   b. Checks on the bias and competency of sources of information.

   c. Looks for points of agreement and disagreement among different sources of information.

d. Identifies assumptions.

e. Checks on the completeness of data.

1) Looks for causative factors other than those mentioned in source of information.

5. Organizes and analyzes information and draws conclusions.

a. Applies previously-learned concepts and generalizations to new data.

b. Tests hypotheses against data.

c. Generalizes from data.

d. Identifies cultural assumptions.

Attitudes

1. Is curious about social data.

2. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

3. Is sceptical of single-factor theories of causation in the social sciences.

4. Has a reasoned loyality to the U.S. and desires to make it an even-better place in which to live.

5. Supports freedom of thought and expression.

Overall Outline of Content

I. Revolution implies a fundamental change in the political system, having ramifying effects on the social and economic systems as well. Historians have long questioned whether the American Revolution was a true revolution.

A. Recent historians have maintained that it was a conservative movement to retain rather than gain new rights.

1. The colonists merely insisted upon their rights as Englishmen, which they were defining, however, in their own terms through their own political bodies.

2. There were no fundamental social changes manifested. Although there was expropriation of estates and the flight of some aristocrats, still many landed aristocrats remained to maintain the former class structure.

B. Historians of past generations have maintained that it was a liberal movement, thus qualifying as a true revolution.

1. The Americans repudiated the sovereignty of Parliament and king.

2. The patriots displaced and ejected the old aristocracy.

3. The violence between patriots and loyalists led to widespread emigration and confiscation.

4. The American "governed" formed a new constitutent power.

C. The colonists did erect a republic, applying principles designed for small political entities to a large geographic area. They attempted to fulfill traditional, and, therefore, seemingly necessary political functions by a new apparatus.

II. A consititution is the basic, fundamental law in the political system which sets the structure, relationships, and powers of the political institutions. In the eyes of the colonist, the powers, structure, and relationships of political institutions had to be circumscribed in written constitutions.

A. Once the colonies declared their independence, each state began to write a constitution.

1. Ideas for these constitutions were drawn from the colonial charters, and political experience gained in the colonial and pre-revolutionary periods.

2. In these documents there appears to be considerable consensus about the governmental structure and functions in a republic.

a. All created a tripartite division of powers. The separation of powers is an institutional division of political institutions into a legislature, executive, and judiciary, each possessing some sphere of autonomous authority to maintain independence of the other.

b. All contained provisions for basic civil rights and liberties in accordance with the Anglo-Saxon legal tradition.

c. That the written constitutions were new departures can be seen in the confusion about ratification and amendment of the fundamental law.

B. The structure and power of the central government remained a problem for well over a decade.

1. The new nation operated for many years under a revolutionary Continental Congress not circumscribed in power by written document.

2. The treaty-like Articles of Confederation were adopted by the states in 1781.

a. The allocation of powers between the central and state governments resembled the division between London and the colonies as argued by the colonists on the eve of the Revolution.

b. The states allowed the Confederation to conduct diplomacy and war, while they controlled taxation and economic affairs.

3. The Federal Constitution created a new allocation of pwers between the states and the central government. (1789)

   a. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition. The division of power between the nation and the states was neither clearly stated nor precisely drawn; much historical controversy and confusion had resulted.

   b. The new constitution utilized the by then traditional American governmental principle of separation of powers.

   c. Because of the general grant of power to the executive branch of the government, confusion and controversy developed over the powers of the executive. The executive is a political institution generally representative of the system as a whole and charged with the application of public policy and with the external relations of the system.

   d. The failure to provide for traditional civil liberties led to a call for immediate amendments to the Constitution.

   e. The Constitution provided for separation of church and state. The preponderant majority desired a laissez-faire attitude toward religion, which meant the government was to encourage religion by not interfering with it. Most Americans assumed that the U.S. was a Protestant nation; what they wished eliminated was political favoritism of one denomination over the others.

III. Constitutions change by formal amendment, but more importantly by changes in customs, interpretation, etc. Although the Constitution was supposedly written for all times, the history of the founding fathers in the 1790's is a vivid example of the growth of the Constitution through precedents, legislative actions, executive theories, and correct interpretation.

   A. George Washington, as president, established many precedents for the executive office.

1. He created the cabinet.

2. He established a pattern for the relations between the executive and Congress.

3. He established a pattern for the relations between the president and the people.

4. He established a pattern for dealing with foreign nations.

B. Political parties arose as a mechanism for the moblization of votes, behind issues and candidates for election. The political party is most obviously distinguished from the other political organizations by its completely political character and by its general dominance of the organizational process of contesting elections.

1. Although all the founding fathers decried the advent of political parties, candidates for election needed some mechanism for the mobilization of votes.

   a. A party press developed.

   b. Political campaigns were waged.

   c. Political organization from the top down to the local level developed.

2. Certain issues in the 1790's created political conflict.

   a. The relationship of the government to the economic system caused conflict between the former patriots-in-arms.

   b. Foreign policy continued to be a political issue throughout the first two decades.

3. Although parties with well-defined structure developed in the period, there is some question of whether a party system existed.

a. Each party really refused to accept the legitimacy of its opposition.

b. While politicians used parties to gain their ends, they failed to accept them as a normal part of the political process.

IV. Each nation in the international system begins its relations by setting its goals and strategies as its foreign policy. For 18th Century Americans, the ideal international system was possited on the theory that the separation of trade from foreign policy was necessary in order to achieve peace.

A. The Americans, who modelled their foreign policy upon the newest precepts of current theorists, rejected the then traditional mercantilism of the Old World.

B. The separation of trade from foreign policy made sense only in a world presumed peaceful. Most Europeans diplomats accepted war as the natural state of the world.

1. The model treaties of the revolution reflected the new American approach.

2. Since the world was at war for the first two decades after the establishment of the Constitution, the U.S. adopted a policy of neutrality, maintaining it had the right to continue trading as long as it adhered to its duties as a neutral.

a. The warring nations generally disregarded American neutrality since they did not accept the system on which it was based.

b. The U.S. constantly found itself in the ambiguous position of having to consider going to war in order to preserve its neutrality.

3. The Monroe Doctrine proclaimed that the New World was a "new system" and should separate itself from the Old World.

V. Nationalism is the awareness by a society that its culture is different enough from other societies that it considers itself a separate entity in the nation-state system. The new republic considered itself a model for the Old World, "a beacon of the West." They believed their new

nation embodied the most advanced ideals of the age?

A. They had established the first successful republic in the modern world.

B. They made constitutionalism a potent new force.

C. They practiced <u>laissez-fairism.</u>

D. They were the first nation to provide for freedom of conscience.

E. They had posited a new foreign policy which should eliminate the "foolish wars" of Europe.

F. They felt the Monroe Doctrine proclaimed the difference between the systems of the New and the Old Worlds.

OBJECTIVES

G. Revolution implies a fundamental change in the political system, with ramifying effects on the social and economic systems as well.

OUTLINE OF CONTENT

I. Revolution implies a fundamental change in the political system, having ramifying effects on the social and economic systems as well. Historians have long questioned whether the American Revolution was a true revolution.

A. Recent historians have maintained that it was a conservative movement to retain rather than gain new rights.

1. The colonists merely insisted upon their rights as Englishmen, which they were defining, however, in their own terms through their own political bodies.

2. There were no fundamental social changes manifested. Although there was expropriation of estates and the flight of some aristocrats, still many landed aristocrats remained to maintain the former class structure.

B. Historians of past generations have maintained that the American Revolution was a liberal movement, thus qualifying as a true revolution.

TEACHING PROCEDURES

MATERIALS

Initiatory Activities

1. Have students do the reading exercise on the explicitly expressed political philosophy embodied in the Declaration of Independence. Discuss the answers to the exercise, making certain that students understand the chief principles embodied in the natural rights philosophy. Stress particularly the right to revolt clause. Ask: What would it mean to revolt in 1776? Point out that any established government always considers revolutionary activity illegal and treasonable, and the penalties for it are high indeed. The discussion should clarify the concept of revolution and the problems of legitimacy faced by revolutionists, once the actual act of revolt is in full force. (Use as many modern examples as possible to make the points clear to the students.) You may wish to do the following:

"Selected Readings in the P
Age."

a. Begin this activity by having each student write three sentences in which he uses the word revolution. Compare them. What does the word seem to mean, even though it is used in somewhat different ways? What are the common characteristics?

b. Perhaps present Labaree's model of a revolution. Suggest that as pupils study the American Revolution they should try to decide whether the revolution fits Labaree's model.

Labaree, Road to Indepe

c. Perhaps give pupils a brief statement about what happened to many of the signers of the Declaration. Or have them compile such a list after doing activity # 5.

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1. The Americans repudiated the sovereignty of Parliament and King.

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C. The colonists did erect a republic, applying principles designed for small political entities to a large geographic area. They attempted to fulfill traditional, and, therefore, seemingly necessary political functions by a new apparatus.

S. Identifies cultural assumptions.

G. Although culture is always changing, many parts or elements persist over long periods of time.

2. Discuss the political philosophy implied in the list of grievances contained in the Declaration of Independence. Ask: What did the revolutionists consider good governmental operation? Discuss such things as legislative power, executive (King) power, individual rights, participation in government, governmental control over the economy, and the implications of these ideas for the type of government the revolutionists would be likely to set up? Ask: How much change and what kind of changes from the British colonial system would the revolutionists want?

Perhaps have a student attempt to summarize the discussion by preparing a chart or bulletin board display, using titles,

S. Checks on the bias of sources.

S. Culture traits may spread through a process of diffusion.

S. Differentiates between primary sources and secondary accounts.

S. Looks for points of agreement and disagreement among different sources of information.

S. Skims to obtain an overview of a period.

S. Adjusts reading rate to purpose in reading.

to show key aspects of the colonial system on one side and what the revolutionists seemed to want on the other side. (Related features such as individual rights and government control over the economy should be placed opposite each other for easy comparison.)

3. Now ask: Was the King oppressive? What does the Declaration of Independence tell you about the actions of King and Parliament and the probable truth or falsity of the colonists' statement of their grievances? Why did the committee which drew up the Declaration of Independence choose the particular ideas and format of the document? (Note Locke, English Revolution of 1688, and earlier precedents).

   Ask: How would you find out whether the King and/or Parliament was oppressive? Discuss the possible sources to be consulted, and the method the historian would use to find an answer to this question.

4. Have students skim the sections in their textbooks on the period 1760-1815. They should read the introduction, headings, topic sentences of paragraphs, and the summary to obtain an overview of the major developments of the period. Each student should use a text suited to his reading ability. (Discuss the purpose of skimming in relationship to the need to adjust one's reading rate to different purposes.)

U.S. history textbooks of varied reading difficulty.

S. Uses specialized references such as the Dictionary of American Biography.

S. Reads for main ideas or to answer questions.

S. Sets up hypotheses.

S. Generalizes from data.

G. Although culture is always changing, many elements persist over long periods of time.

Developmental Activities.

5. Have each student read about a signer of the Declaration of Independence or the Constitution in the Dictionary of American Biography or in other encyclopedias or biographies. Have them search out information on these topics: education, wealth, family status, political experience in colonial government, political or military leadership in the Revolution, political leadership or experience after the Revolution. If the person checked on helped write his state constitution, have the student obtain a copy of this document or at least attempt to find out its main features. (Students can consult state histories for this information.)

   Have students make similar charts to those which they made on colonial leaders in unit one. Also have each student add information on his signer to one overall class chart on "the Signers of the Declaration of Independence."

6. Have pupils examine this chart. Then ask: What did the signers of the Declaration of Independence have to gain by joining the Revolution? Discuss the power these men had before, during,and after the Revolution. Also discuss the changes these men wanted-- i.e. political, economic, social, etc. Chart on the blackboard the political and social status of these men and the changes they would want.

7. Have students examine the chart on colonial leaders (developed in Unit 1) and the chart on Signers of the Declaration of Independence. Ask: How were these leaders alike? How were they different? (Consider class, education, wealth, political ideas, and political experiences.) Why was there both change and continuity from colonial leadership?

Dictionary of American Biography.
General encyclopedias.
Biographies in library.
State history textbooks.
Hayman, What You Should Know About the Constitution and the Men Who Wrote It.

S. Identifies value conflicts.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals.

G. Countries are more intolerant of those whom they consider subversive in times of crisis than during times when they face no such threats.

S. Checks on the bias and competency of sources of information.

A. IS CURIOUS A.OUT SOCIAL DATA.

S. Looks for causative factors other than those mentioned in source of information.

G. In political conflict there is a struggle over scarce values or goals.

8. At this point you may wish to spend a little time dealing with the conflict which arose between the revolutionists and the loyalists. Whether or not you do so depends in part upon whether students studied this issue in the Center's sixth grade course or in an equivalent junior high school course. If you decide to include this issue, you might do one of several things:

   a. Have pupils use much of the Harvard case study on The American Revolution. Use the suggested procedures for this case study.

   Harvard Social Studies Project, The American Revolution.

   b. Have pupils read some of the accounts by loyalists and about loyalists and have them try to identify the value conflicts which these people faced. Then ask: Why do you think they were treated in the way in which they were? What value conflicts did the revolutionists face in their dealings with the loyalists? How did the loyalists' status, position etc. differ, if at all, from that of the revolutionists?

   Morris and Woodress, eds. The Times That Tried Men's Souls, 1770-1783, pp. 28-32.

9. Give an informal lecture on the status squeeze interpretation of the Revolution. Then ask: Do you think this status squeeze was the reason why the Revolution was fought? After students have had sufficient time to express their approval or disapproval of this theory, ask: Were there any other reasons why the colonists revolted? While discussing the notions which students may have picked up in their reading or elsewhere, the teacher should use such information and facts as are necessary to arouse interest and develop a desire to re-examine the question thoroughly.

   Palmer, Age of [illegible]olution.
   Bailyn, Pamph[illegible] of the American Revolution.

C. In political conflict there is a struggle over scarce values or goals.

S. Tests hypotheses against data.

C. Political revolutions are usually the result of multiple causes.

S. Looks for points of agreement and disagreement among different sources of information.

S. Is sceptical of single-factor theories of causation in the social sciences.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

10. Have students read about the causes of the revolution. Some might read in different textbooks of varying levels of reading difficulty and with different interpretations. Good students might use specialized books such as the Morgan and the Amherst pamphlet.

A variety of U.S. history textbooks
Morgan, The Birth of the Republic.
Wahlke, ed., The Causes of the Revolution.

Then discuss: Now what do you think about the status-squeeze theory of the causation of the Revoltuion? What do you now think were the causes? Why is it difficult to identify causes? (Explore the whole problem of causation which the historian faces, including the problem of identifying both underlying causes and factors needed to bring about the revolt and the immediate or precipitating events.)

Perhaps give pupils a brief statement presenting a summary of the interpretations of the causes of the American Revolution as seen by a number of recent historians. Ask each student to do the following: (a) Identify each historian's interpretation as primarily economic, political, social, theological, or some combination of these;((b) Look once more at the material in one textbook and write a brief statement indicating which historian's interpretation comes closest to that of the textbook's authors. In doing (b), students should provide evidence for their conclusion.

S. Tests hypotheses against data.

G. Political revolutions are usually the result of multiple causes.

G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. The type of leader differs in different situations.

11. In a class of good students, you might summarize for the class Smelser's theory of collective behavior as this relates to reform movements and revolutionary movements. Outline the conditions (in their proper order) which he considers are essential for each type of movement and which lead to one rather than the other. Then discuss: Do you think that the American Revolution supports or contradicts Smelser's theory? Or have each student write an answer to this question before holding a general class discussion on it.

Smelser, Theory of Colle
Behavior.
See esp. pp. 13-18 and

12. Discuss: What did the Signers of the Declaration of Independence believe "republicanism" was? Did they expect their republican experiment to succeed? How did Europeans view the American republics? (Read excerpts to show European reaction.) Be certain to make clear what "doing away with a King" implied. That is, be certain to explain and discuss the functions which the English (and other) Kings had. Also make certain that the students understand what "doing away with the empire" would mean. (Discuss the functions performed by the empire.)

13. Then discuss: Who or what institution would fill the gap created by eliminating the English king? Why was there some talk and some fear of George Washington becoming king? Be certain students appreciate the value of a "charismatic leader" for a new nation.

The teacher should cons
The First New Nation on
"charismatic leader" to

If students are unable to understand this abstract idea fully, use an exercise on Washington's role as a leader as viewed by his fellow Americans and himself, as well as by political sociologists and historians.

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S. Generalizes from data.

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S. Applies previously-learned concepts and generalizations to new data.

G. A constitution is the basic, fundamental law in the political system; it sets the structure, relationships, and powers of the political institutions and political components.

G. Constitutions may be written documents but in some cases they exist wholely or in part as custom and tradition.

G. Culture may change through a process of innovation from within.

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b. All contained provisions for basic civil rights and liberties in accordance with the Anglo-Saxon legal tradition.

14. Discuss: How did the new republic provide for functions previously performed by the empire? (Pupils should be able to note how some of the functions were performed by the Continental Congress in running the war, negotiating the peace, and providing for commercial relations.)

15. Have students look once again at the chart on " The Signers of the Delcaration of Independence." Ask: How many of the Signers helped write their state constitutions? Was constitution-making a new experience for them? Where would they get ideas about what should be in these constitutions? (Did the English have a Constitution? Did the colonies have a constitution?) How did the men actually go about writing these constitutions?

    The students may have found some facts out about these things in their reading, but most of their opinions will be only educated guesses. Where necessary, the teacher can fill-in the data needed. The chief purpose of this activity is to have the students think about the process itself, for this process was a novel and a most significant contribution of the revolutionists to world history. A concluding question in the discussion may well be: Is there any value in having a written constitution? (Draw upon what students learned in the eighth grade course on Our Political System. Or use examples of student clubs to help analyze the pros and cons of a written constitution.)

c. That the written constitutions
can be seen in the confusion ab
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S. Generalizes from data.

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A. IS CURIOUS ABOUT SOCIAL DATA.

S. Identifies value-conflicts.

S. Identifies assumptions.

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16. Have students who found the state constitutions which their men wrote, report on them to the class. See if the students can find the most blatant similarities between these constitutions, such as governmental forms, voting provisions, rights provisions, etc. Ask: Why did these similarities exist among the different constitutions? Remind students of their hypotheses about the kind of government which the revolutionists who signed the Declaration of Independence would want to establish. (See activity #2.) Ask: Were you correct in your predictions?

17. Have the students do the exercise on state constitutions. Use Va. and discuss particularly the means of amending the Va. constitution-- that is, the provision for revolution. Discuss the provision, relating it to the Declaration of Independence. Ask: What problems would arise <u>if</u> revolution were the only and the accepted way to achieve change? Illustrate the problem by comparing it with some country which has had a series of revolts during the past 5 or 10 years such as the Congo, Vietnam, etc. Also review Smelser's theory. Conclude with the question: Why didn't Virginia have a revolution every time Virginians wanted to change the constitution?

18. Perhaps have several pupils role-play an immaginary discussion in heaven between some of the leaders of the revolution and some recent Americans, both radicals and non-radicals, on the question: Is violence to obtain reforms or changes justified in the U.S. today?

G. Although culture is always changing, many parts or elements persist over long periods of time.

S. Sets up hypotheses.

B. The structure and power of the central governm
remained a problem for well over a decade.

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G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

G. The separation of powers is an institutional division of political institutions into a legislative, an executive, and a judicial autonomous authority to maintain independence from each other.

G. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do.

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19. Discuss:: Why did it take the Continental Congress so long to produce its first Consitiution, when constitution-making was so rapid and so desired in the states? Why did the revolutionists have more problems in regard to the central government than state governments? (Analyze the established colonial patterns in the states, the lack of attachment to a central government, the conflict of ideas on how best to "fill the gap" left by the imperial break, the lack of precedent for republics to govern such a broad geographic area, etc. The students will have gleaned some of this from their reading, and they should be able to figure out by themselves some of the problems faced by the central government.)

20. Now have students read different textbooks about the Articles of Confederation and the making of the federal constitution. They should try to find out the answer to the following question: How did attempts to create effective agencies to take care of the functions previously performed by King and Empire differ? Students should also read Broderick and compare his treatment of specific points with that in the texts they have read.

Different U.S. hist
of varied reading
Broderick, Origins
pp. 27-76.

Discuss: How did the Articles of Confederation and the Constitution differ in their provisions for replacing the functions of King? Have the students examine the Constitution and Articles and find the provision (or lack of one) for executive powers. Discuss the possible reasons for the differences which occurred. Make certain the students understand clearly what the Constitution says about executive power and how the President did or did not replace the King's functions. It might be well to chart those functions which each had. Conclude the discussion with the question: Did the Constitution provide for a weak or a strong President? Once again mention the significance of George Washington's role as the leader who will first fill this position.

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G. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do.

S. Sets up hypotheses.

G. Changes in one aspect of a society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

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c. Because of the general grant of p executive branch of the governmen controversy developed over the po executive. The executive is a po institution generally representat as a whple and charged with the a public policy and with the extern the system.

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b. The new constitution utilized the by-then traditional American governmental principle of separation of powers.

c. Because of the general grant of power to the executive branch of the government, confusion and controversy developed over the powers of the executive. The executive is a political institution generally representative of the system as a whole and charged with the application of public policy and with the external relations of the system.

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tever else is a part of the
stem.

d. The constitution provided for separation of church and state. The preponderant majority desired a laissez - faire attitude toward religion, which meant the government was to encourage religion by not interfering with it. Most Americans assumed that the U.S. was a Protestant nation; what they wished eliminated was political favorism of one denomination over the others.

21. You may wish to play the recording on The Invention of the Presidency. It deals with this aspect of the Constitutional Convention.

Recording: Invention of the Presidency, American Heritage Record sold only with the set of books on The Presidents of the United States.

22. Discuss: Since the European tradition has been "One King, One Faith", what did the elimination of a king mean for the relations between state and church? What had the colonial practice been?

G. Culture may change through a process of innovation from within.

S. Generalizes from data.

G. Changes in one aspect of a society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. In political conflict there is struggle over scarce values or goals.

S. Identifies cultural assumptions.

S. Identifies value-conflicts.

S. Draws inferences from a comparison of different map patterns of the same area.

23. Have several good students read the description of the fight to disestablish the Anglican Church in Maryland. They should tell the class: (a) how the religious struggle was tied up with the political struggle, and (b) how the question was settled. Then have pupils look once more at the other state constitutions found in the "Selected Readings." They should skim the headings to locate statements about religion. Discuss: How did the change in Maryland compare with the provisions on religion found in these other constitutions?

"Selected Readings on the Republic Age."

Now have pupils read the first amendment and other pertinent parts of the federal bill of rights (e.g. in Article six) to find out how statements about religion in the federal constitution reflected the earlier struggle in Maryland and in the other states. Then discuss: Do the statements on religion in the federal constitution resemble those in the state constitutions?

24. Give an informal lecture on the elimination of established churches in the other states and on the religious requirements for voting and office-holding in the new states.

Sweet, Story of Religion in America
Mead, The Living Experiment.

Discuss: Did the separation of Church and State mean that 18th Century Americans were irreligious? Which groups favored separation of church and state? Which groups benefitted from the dis-establishment movement?

Perhaps show the class a map of religious distribution in the late 18th Century and have pupils compare it with one in the 17th Century. Ask: What changes, if any, do you notice?

Gaustad, Hist. Atlas of Religion in America.

S. Identifies value-conflicts.

S. Identifies factual questions which must be answered in debates over courses of action involving value-conflicts.

S. Identifies cultural assumptions.

G. Political conflict involves a struggle over scarce values or goals.

G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

25. Perhaps do one of the following to bring the question of church and state up-to-date. (Be sure to do it in addition to any of the others used.)

    a. If pupils have not come through the Center's eighth grade course, use some of the case studies in the paper on "You Be the Judge" which deal with prayers in schools and with the Jehovah's Witnesses. Divide the class into buzz groups to discuss them before holding a general discussion on: (1) the constitutional issues involved and (2) how pupils now see the wisdom of the constitutional provision about religion in the first amendment, and (3) how pupils' views compare with how colonists perceived the distestablishment of church and state and religious liberty.

    b. If pupils have come through the Center's eighth grade course, choose some other current topic which has been raised over the separation of Church and State such as the issue of baccalaurates in schools. Discuss the same questions raised under a.

    c. Use sections of the Harvard Social Studies Project case study on Religious Freedom.

    d. Have several pupils debate the wisdom of the religious liberty clause in the first amendment to the federal constitution. Then ask: Which of the arguments raised in this debate are similar to those which the revolutionists might have raised in the 1770's and 1780's? Which ones probably would not have been raised? Why?

    e. Discuss the problems which arise in historical interpretation because we read into the past our own perceptions and values, as we interpret the words used and the actions of people of past ages.

Harvard Social Studies Project, Religious Freedom.

S. Generalize from data.

S. Reads for main ideas or to answer questions.

S. Generalizesfrom data.

G. Although culture is always changing, certain parts or elements persist over long periods of time.

G. Revolution implies a fundamental change in the political system, with ramifying effects on the social and economic systemsas well.

26. Have pupils review their notes on their readings. Then discuss: How did the new Constitutions provide for the functions previously performed by the Empire? Contrast the difference between the Articles and the Constitution on the power of Congress over commerce and taxation.

    Also discuss: How did the power of the new central government to tax and to control commerce compare with the empire's power over taxation and commerce in the period prior to 1763?

27. Assign each student the task of checking on the age, status, political experience, political opinions, and economic position of a signer of the Constitution. They should use the Dictionary of American Biography and other encyclopedias. Have pupils enter their findings on a classroom chart similar to the ones prepared on signers of the Declaration of Independence.

    Dictionary of American Biography.
    General Encyclopedias.

    Now have students compare the charts on the signers of the Constitution and the signers of the Declaration of Independence. Ask: What similarities, if any, do you notice? What differences, if any, do you notice?

    Now discuss: Did the framers of the Constitution set up the kind of government sought by the writers of the Declaration of Independence? (Review ideas of these writers from activity # 2.) Use this discussion to: (a) synthesize the political trends in the United States from 1776-1789, and (b) discuss the question of whether or not the Revolution was really a revolution. Be sure to discuss the various interpretations of the significance of the nature of the Revolution.)

S. Identifies assumptions.

S. Identifies factual questions which must be answered in debates over courses of action involving value-conflicts.

G. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects.

S. Generalizes from data.

S. Identifies value-conflicts.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose democracy presupposes, all depend on a high degree of personal freedom.

G. Constitutions change by formal amendment but more importantly by changes in custom and interpretation.

G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

e. The failure to provide for traditional civil liberties led to a call for immediate amendments to the Constitution.

28. Discuss: Why did some people oppose the ratification of the Constitution? Did they object to a central government as such? What kinds of changes did they want? Why didn't the people who opposed the Constitution revolt?

For teacher use: Kenyon, "Me
Little Faith," Bobbs-Merrill
reprint.

Discuss the whole question of how many people were involved in ratifying and opposing the constitution, and the general reaction to the Constitution as such. Also discuss how the first ten amendments were added to the Constitution as pacifiers of the opponents of the Constitution.

For teacher use, see:
McDonald, We The People.
Elkins and Mckitrick, The Fo
Fathers.
Brown, Reinterpretation of t
Constitution.

Ask: which level of government was restricted by the Bill of Rights? Did the central government have power to protect these rights against state action? (At this point review the contents of the Bill of Rights which pupils studied in the eighth grade course.)

If pupils have not come through the Center's eighth grade course, spend more time on the provisions of the Bill of Rights. Perhaps use some of the articles and case studies used in that course to teach pupils about individual amendments in the original Bill of Rights. If so, be sure to ask how interpretations have changed since the Bill of Rights was added to the Constitution. How do these changes illustrate the historian's problems as he tries to analyze past documents and records and interpret earlier periods?

See materials prepared for u
on The Judicial Process in t
eighth grade course on Our P
System.

people oppose the ratification id they object to a central at kinds of changes did they eople who opposed the Constitution	For teacher use: Kenyon, "Men of Little Faith," Bobbs-Merrill reprint.
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e through the Center's eighth grade e on the provisions of the Bill of me of the articles and case studies teach pupils about individual ginal Bill of Rights. If so, be sure tions have changed since the Bill the Constitution. How do these changes an's problems as he tries to and records and interpret earlier	See materials prepared for unit on The Judicial Process in the eighth grade course on Our Political System.

S. Generalizes from data.

G. A stable political system enjoys legitimacy -- the acceptance of its functioning and authority.

G. Constitutions change by formal amendment but more importantly by changes in customs and interpretation.

S. Sets up hypotheses.

S. Looks for points of agreement and disagreement in different sources of information.

III. Constitutions change by formal amendment, but mor
antly by changes in customs, interpretation, etc.
the Constitution was supposedly written for all t
history of the founding fathers in the 1790's is
example of the growth of the Constitution through
dents, legislative actions, executive theories, a
court interpretation.

A. George Washington, as president, established m
precedents for the executive office.

1. He created the cabinet.

2. He established a pattern for the relations
the executive and Congress.

3. He established a pattern for the relations
the president and the people.

4. He established a pattern for dealing with f
nations.

B. Political parties arose as a mechanism for the
tion of votes, behind issues and candidates fr
The political party is most obviously distingu
the other political organizations by its compl
itical character and by its general dominance
ganizational process of contesting elections.

1. Certain issues in the 1790's created politi

nts.

system enjoys legit-
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III. Constitutions change by formal amendment, but more importantly by changes in customs, interpretation, etc. Although the Constitution was supposedly written for all times, the history of the founding fathers in the 1790's is a vivid example of the growth of the Constitution through precedents, legislative actions, executive theories, and court interpretation.

A. George Washington, as president, established many precedents for the executive office.

1. He created the cabinet.

2. He established a pattern for the relations between the executive and Congress.

3. He established a pattern for the relations between the president and the people.

4. He established a pattern for dealing with foreign nations.

B. Political parties arose as a mechanism for the mobilization of votes, behind issues and candidates for election. The political party is most obviously distinguished from the other political organizations by its completely political character and by its general dominance of the organizational process of contesting elections.

1. Certain issues in the 1790's created political conflict.

29. At this point you may wish to give a test on the first part of the unit. Go over the test and clarify important points before proceeding with part two of the unit.

    You might also hold a brief discussion on the question: Did the American Revolution fit Labaree's model of a revolution?

30. Tell the class that from the viewpoint of the political scientist, every new government faces the problem of legitimacy. Discuss the meaning of this term, using current examples of new governments (e.g. South Vietnam) to illustrate the meaning of the term and the problems faced. Ask: Do you think the founding fathers of our country saw legitimacy as a problem? What do you think they might have seen as the nature of the problem? What do you think they might have tried to do about it? Also ask: How do you expect the Constitution would be affected by the first years of the new government?

    Now have pupils read material on the history of the 1790's to check on their guesses. Have each student read both one text account and the account by Allis. They should write brief statements comparing the viewpoints of these authors on such points as the Hamilton-Jefferson differences, the founding of political parties(and particularly when they began), Washington as president, and the election of 1796 and 1850.

Differing U.S. history text
of varied reading levels.
Allis, Government Through

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he test and clarify important points
part two of the unit.

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overnment faces the problem of
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ing of the term and the problems
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as the Hamilton-Jefferson differences,
cal parties(and particularly when
n as president, and the election

Differing U.S. history textbooks of varied reading levels.
Allis, Government Through Opposition.

a. The relationship of the government to the economi system caused conflict between the former patriots-in-arms.

b. Foreign policy continued to be a political issue throughout the first two decades.

3. Reads for main ideas or to answer questions.

3. Generalizes from data.

3. Generalizes from data.

6. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

31. Have pupils do the exercise on the men who were selected to run the new government. They should check the list first to see if they know any of them. (Some have been investigated earlier. Discuss the backgrounds of these men and then have pupils do the rest of the exercise which involves checking the Dictionary of American Biography or other encyclopedias.)

"Selected Readings on the Republic Age."
Dictionary of American Biography.
General encyclopedias.

32. After sutdents have completed the exercise, discuss: How much experience did these men have in state government? in the continental government? At which level had they had more experience? What kinds of governmental experience had they had? (Continental congress, army officers, departments operating under the Continental Army, ministers to foreign nations, etc.) Of what importance was the kind and amount of experience which these men had had? Had most of these men favored or opposed the Constitution? (If some opposed it, on what grounds did they do so?) Why were their views about the Constitution important for the new government? What political prestige did these new government leaders have? Why was this important?

Also ask: How significant were the elections of 1787-1788? Why? (The fact that the elections constituted a peaceful process indicates some acceptance of the central government at least to some degree by the voting population. This population was small, however. Since men of continental

See Chambers, Pol. Parties in a New Nation for size of voting population in these elections.

G. A stable political system enjoys legitimacy -- the acceptance of its functioning and authority.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. A stable political system enjoys legitimacy -- the acceptance of its functioning and authority.

S. Checks on the bias and competency of sources.

S. Identifies value-conflicts.

experience and political prestige were chosen, the morale and operation of the government were given a good boost. The electoral college's selection of George Washington brought to the government the prestige of the man who "was first in war, first in peace, first in the hearts of his countrymen."

33. Show cartoons and pictures which depict Washington's attempts to establish dignity in the presidential office (e.g. levees, dress, pose, tours, etc.) Discuss: Why was Washington so concerned about the dignity of the President? (Besides Washington's own proclivities towards "proper decorum", be certain to discuss his awareness of the importance of the role he was playing.) Use quotations from Washington to show the quality of men he wanted in office as well as his belief that the new government must be started properly. Ask such questions as: Did Washington worry about the legitimacy of the federal government? Did he want popular acceptance of the government?

Lorant, A Pictorial Hist. of Am. Presidents.
Am. Heritage History of the Presidents.
For Washingtons' views, see White, The Federalists, ch. 9.

34. Have a student read and report on the discussion of titles in Maclay's Journals of Debates. Or read aloud pertinent sections to the class. Then discuss: Why was John Adams so concerned about the need for proper protocol? Why was Maclay so sarcastic in his description of Adams? Read aloud some of Adams' diary and correspondence on this question. Then discuss the competence of both sources. (While the students will find this concern about titles amusing, especially as Maclay recounts it, be certain again that they understand the dilemma involved: the need Adams felt for proper stabilization of government and the fear Maclay had of monarchy and its trappings.)

Thorpe, et. al., American Issues, vol. 2. (Maclay's Journals).

G. A stable political system enjoys legitimacy -- the acceptance of its functioning and authority.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Every decision-maker is dependent upon advice, knowledge, information, and political intelligence; as a result, those advisors who can provide him with them have an important base for exerting influence on the official.

G. Constitutions change by formal amendment but more importantly by changes in customs and interpretation.

G. A stable political system enjoys legitimacy -- the acceptance of its functioning and authority.

G. There are many sources or bases of national power in dealing with other nations.

S. <u>Identifies assumptions.</u>

35. Have a good student read White and report to the class on Washington's theory of the role of the executive. Have him include Washington's methods of administration and his relation to the people, Congress and the cabinet. After the report, discuss the significance of Washington's cabinet as a precedent.

White, The Federalists, chs. 3 and 9

36. Discuss: Why was the public credit the first major concern of the Washington Administration? (The relationship between a new nation's credit and its prestige and confidence both at home and abroad should be clearly drawn in this discussion. The nature of the national and state debts, the purposes for which they were incurred, and Hamilton's proposals for dealing with them should follow naturally after the prior point is made. Also discuss the relationship between governmental debts and taxes, including Hamilton's proposals for raising taxes.)

S. Identifies assumptions.

S. Generalizes from data.

S. Identifies value-conflicts.

37. Have a student read one of the current biographies of Hamilton and report to the class on Hamilton's reasons for proposing his financial scheme. The report should stress his attitude toward the relationship of the government and the economy. Then discuss: Was Hamilton's policy a continuation or a denial of mercantilism?

See biographies listed in bibliography.

38. Have a student read and report on the debate in the House of Representatives (Annals of Congress) on Hamilton's report on the public credit. Have him analyze the reasons why some so strongly favored and others so strongly opposed the report. (Be sure to explain Madison's role in the House.)

Or have several students read this material and role-play the discussion over the issue.

See Annals of Congress, or Allis, Gov't. Through Opposition, or Miller, The Federalist Era.

39. Discuss: Why did Hamilton's proposal for a national bank create such a debate within Washington's cabinet? (In addition to pointing out the problem of constitutional interpretation, this discussion should also bring out the differences which existed over the relation of government to the economic system and the relation of federal power to state power.) In discussing the issue over constitutionality, ask: Which of the Cabinet members in this dispute should have known the most about the views of the men who wrote the Constitution? (If role playing has not been used in activity # 38, you could substitute a mock debate between Hamilton and Jefferson for the class discussion.) Ask: How successful was Hamilton in promoting his theory of the relationship between the federal government and the economy? The discussion should point out that while several of his proposals were put into effect, he never achieved what he desired: an activist role by the federal government in the economy. The state continued to exercise power in this field.

See Cunningham, The Making of the Am. Party System, #'s 9-14.

S. Sets up hypotheses.

S. Applies previously learned concepts and generalizations to new data.

G. The political party is most obviously distinguished from the other political organizations by its completely political character and by its general dominance of the organizational process of contesting elections.

G. Political organizations act in the political system to organize and mobilize political power of individuals or aggregates behind candidates for office or policy alternatives.

G. In political conflict there is a struggle over scarce values and goals.

S. Identifies value-conflicts.

S. Generalizes from data.

S. Reads for main ideas or to answer questions.

S. Identifies value-conflicts.

2. Although all the founding fathers decried the advent of political parties, candidates for election needed some mechanism for the mobilization of votes.

   a. A party press developed.

   b. Political campaigns were waged.

   c. Political organization from the top down to the local level developed.

40. Hold a discussion based on the following question: If Hamilton's proposals to which Washington acceded, were so controversial, why wasn't a man selected to oppose Washington in the election of 1792? After discussing the difficulty in opposing a man of Washington's widespread respect and affection, discuss the lack of a party system for selecting candidates. (While people opposed Hamilton's plans, the opposition was not well coalesced and did not have the organization possible to put forth a candidate. Furthermore they had not yet conceived of parties as a functioning part of a viable republic.) Also discuss the founding fathers' opposition to faction. Have students use what they learned about the party system in the 8th grade course to figure out what factors would be needed to create a national party in the young republic.

For teacher use: Chambers, Political Parties in the New Nation.
Cunningham, The Making of the Am. Party System, #'s 18, 21, 31-32, 40-42.

41. Have students read Cunningham on the origins of the parties prior to 1796.

Discuss: Why didn't the Whisky tax issue serve as a coalescing issue for the discontented groups? (Use further questions as needed to bring out the fact that the tax affected only certain areas, but that the Democratic-Republican societies played an important role in these areas.)

Cunningham, ed., Making of the Am. Party System, #'s 11-15.

42. Have students read a variety of materials on the Jay Treaty. Tell them that historians how believe that it was the issue which brought about the consolidation of the Republican party. Have them look for the key issues in the treaty and try to analyze the interests which would be affected by those issues (i.e. British debts, trade - tariff revenue, British monarchy vs. French republic.)

Cunningham, ed., The Making of the Am. Party System, # 15, 22, 72, 42

S. Draws inferences from maps.

S. Generalizes from data.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

Then discuss: Why did the Jay Treaty serve as a catylyst in consolidating the first American political parties? (In addition to pointing to issues which led to consilidation in party ranks, the teacher can provide information about the growing party machinery and new techniques of electioneering.)

For teacher use: Chambers, Polit. Parties in a New Nation.
Charles, Origins of the Am. Party System.

43. Have a student read and report on the Senate and House debates on the Jay Treaty and its appropriations.

Charles, Origins of the Am. Party System.
Annals of Congress.

44. Have a student make a map of Senate and House votes on the Jay Treaty. (Senate votes on the treaty itself and House votes on the appropriations for the treaty.) Have the student look for any alignment of interest groups. Have the student check into and report on the re-election of Congressmen, based on their treaty votes. Discuss: Did the votes of Congressmen on the treaty play a significant role in the elections which followed.

Charles, Origins of the Am. Party System.
Chambers, Polit. Parties in a New Nation.
Biographical Directory of Congress.

45. Have a student read and report on Washington's role in the Jay Treaty. Use the report for a general discussion of Washington's concept of the executive role in foreign affairs.

Binkley, Presidents and Congress.
Charles, Origins of the Am. Party System.
White, The Federalists.

46. Have a good student look into the career of John Beckley, clerk of the House, and report to the class on his significance in providing the necessary communication and propaganda link within the Republican party.

Cunningham, ed., The Making of the Am. Party System, # 22.
Chambers, Polit. Parties in a New Nation.
Charles, Origins of the Am. Party System.

S. Identifies value-conflicts.

G. An individual may experience role conflict because of the many roles he must assume.

G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

S. Applies previously-learned concepts and generalizations to new data.

S. Generalizes from data.

G. Political organizations act in the political system to organize and mobilize political power of individuals or aggregates behind candidates for office and policy alternatives.

47. In lieu of activities 40-46, have the students pretend to be the House of Representatives in 1796. Make use of the first caucus among Republicans to unify opposition to the treaty. Also make use of the first standing committee. Various pressures on Congressmen and alignment of men into parties can be shown dramatically. An analysis of votes on the appropriation will show the growing alignment of sections and interests on the treaty. Make certain that students realize this was an election year, and show that their votes on the treaty issues may have an impact in the fall election. Make certain students understand the implications of slogans used both pro and con, especially on the significance of monarchic England and republican France.

48. Have two or more students investigate and report on the early newspapers as a vital force in party activity.

Frank Mott, American Journalism
John C. Miller, Crisis in Freed
Leonard Levy, Freedom of Speech
Also, see Allis, Gov't. Through
Opposition and Cunningham, ed.
Making of the Am. Party System,
31-39.

49. Have pupils reivew notes on earlier reading or look again at various accounts of the 1796 election. Then discuss: How was the election of 1796 both like and different from a modern American election? (Presidential candidates did not campaign, did not have long established traditions to appeal to. Party spirit was high, cleavage pronounced, and villification of candidates high.) Also discuss the number of people voting as well as who had the right to vote. Give pupils data on the number of people who voted and actual voting requirements.

Cunningham, ed., Making of the
Party System, #'s 4, 22, 63, 6

For data on voting, see Lorant,
Presidency; Charles, Origins o
Am. Party System; Chambers, Fo
Parties in a New Nation.
Kurtz, Presidency of John Adam

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Frank Mott, American Journalism.
John C. Miller, Crisis in Freedom.
Leonard Levy, Freedom of Speech and Press.
Also, see Allis, Gov't. Through Opposition and Cunningham, ed., Making of the Am. Party System, #'s 31-39.

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Cunningham, ed., Making of the Am. Party System, #'s 4, 22, 63, 64, 72.

For data on voting, see Lorant, Presidency; Charles, Origins of the Am. Party System; Chambers, Polit. Parties in a New Nation.
Kurtz, Presidency of John Adams.

S. Reads for main ideas.

3. Although parties with well-defined structure developed in the period, there is some question of whether a party system existed.

   a. Each party really refused to accept the legitima of its opposition.

   b. While politicians used parties to gain their end they failed to accept them as a normal part of t political process.

G. The community demands order and stability -- goals which may be incompatible with the demands of individuals.

G. Countries are more intolerant of those whom they consider subversive in times of crisis than during times when they face no such threats.

S. Generalizes from data.

50. Have students read different textbooks or other materials on the Adams administration and the Alien and Sedition Acts. As they read, have them consider the chief purposes of the Acts and the milien in which they were written. Also do the following:

U.S. history textbooks of varied reading levels.
Miller, Crisis in Freedom.
Kurtz, Presidency of John Adams.

a. Have a student read and report on the negotiations with France which led to the movement for the acts.

Bailey, Diplomatic Hist. of the U.S.
Miller, Federalist Era.

b. Have two students read and report on Harrison Gray Otis and Robert Goodloe Harper, promoters of the bill. Discuss: Why do you think these men pushed the bill?

Dictionary of Am. Biography (best source)

c. Have sutdents analyze the votes and constituencies of Republicans favoring and opposing the acts.

Smith, Freedom's Fetters.
Annals of Congress.

G. The community demands order and stability -- goals which may be incompatible with the demands of individuals.

G. Countries are more intolerant of those whom they consider subversive in times of crisis than during times when they face no such threats.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

G. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.

S. Draws inferences from tables.

51. Have two or more students study the cases of people indicted under the Sedition Law -- such as Lyon, Callender, Cooper, et. al. They should report their findings to the class. Now have pupils read excerpts from the law itself. Then discuss: Do you think the language of this act justified the conviction of these men? Why or why not? Did the courts interpret the law narrowly or broadly? Why? Were the Alien and Sedition Acts an infringement of free speech and press and so unconstitutional? Why or why not?

Smith, Freedom's Fetters.
Miller, Crisis in Freedom.
Dict. of Am. Biog. (on people)

Also discuss: Were the Alien and Sedition Acts designed to eliminate the Republican party? Why do you think the Democrats and Republicans today would be unlikely to use such maneuvers against the other party? (In addition to an analysis of the specific motives of the makers of the bills and an analysis of the results of the Acts, discuss the whole question of whether each party considered the other party as a legitimate force in American life. Explore the newness of political parties and their functions as well as the lack of a heritage of acceptance of legitimate opposition to the administration in power, without endangering national welfare.)

For analysis of acts in relationship to party opposition, see Chambers, Polit. Parties in a New Nation, pp. 132 ff.

52. Have a student analyze the election returns of 1798 to see if there was immediate popular reaction against the Alien and Sedition Acts.

Kurtz, Presidency of John Adams.
Miller, Crisis in Freedom.

S. Generalizes from data.

S. Sets up hypotheses.

G. Conflict serves to establish and maintain the indentity and boundary lines of societies and groups.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE.

53. Have a student analyze and report on the election returns of 1800. Then discuss: Was the election of 1800 a major turning point in American political history? (Besides analyzing the election itself, be certain to discuss the number of people participating in the election and the peaceful transfer of power. Perhaps, a concluding question to the discussion should be: Why didn't the Federalists revolt when Jefferson came to power?

Lcrant, Presidency.
Kurtz, Presidency of John Adams.
Miller, Federalist Era.

54. Perhaps have a pupil investigate Jefferson's use of patronage when he became President. He should report back to the class. Discuss: What effect would this patronage system be likely to have upon the two political parties?

55. Tell the class that within the next generation the Federalist Party disappeared and the Republican Party divided into factions. Discuss: Why do you think this could happen, given the violent antagonisms between the Federalists and Republicans in the earlier period? Have pupils set up hypotheses. They can draw upon what they learned in the seventh and eighth grades about factors which tend to provide cohesion for political parties or any groups and those which lead to the disappearance of or loss of cohesion in a group.

Of particular value on this question is Chambers, Polit. Parties in a New Nation, ch. 9 and epilogue.

Now have pupils read various accounts to try to test their hypotheses. Return to the question in a follow-up discussion. (This discussion should include not only the traditional interpretation of the disintegration of the Republican party but is should include also the factionalization of the Republican party. It should be made clear that historians have not yet fully answered this question.)

G. Culture traits may change through a process of innovation from within.

A. HAS A REASONED LOYALTY TO THE U.S. AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.

S. Generalizes from data.

G. Each nation in the international system begins its relations by setting its goals and strategies of foreign policy.

G. Culture traits may change through a process of innovation from within.

IV. Each nation in the international system begins its relations by setting its goals and strategies as its foreign policy. For 18th Century Americans, the ideal international system was possited on the theory that the separation of trade from foreign policy was necessary in order to achieve peace.

A. The Americans, who modelled their foreign policy upon the newest precepts of current theorists, rejected the then-traditional mercantilism of the Old World.

B. The separation of trade from foreign policy made sense only in a world presumed peaceful. Most European diplomats accepted war as the natural state of the world.

1. The model treaties of the revolution reflected the new American approach.

2. Since the world was at war for the first two decades after the establishment of the Constitution, the U.S. adopted a policy of neutrality, maintaining it had the right to continue trading as long as it adhered to its duties as a neutral.

56. Discuss: Were the 1790's as significant for the political history of America as the 1780's and the 1770's? (This discussion should point out that while the great contributions of revolution and republicanism were made in the 1770's, and while the 1780's contributed constitutionalism, the 1790's were important not only for political parties but for presidential theories and practices as well as an evolving relationship of federal-state theories and practices.)

57. Perhaps give a test on Part II of the unit. Go over the test results before proceeding with Part III.

58. Discuss: Do you think the Americans considered their contributions of the 1770's-1790's unique in the history of the world? (Point out in the discussion that they felt that their nation was the first to embody the 18th Century ideals, and that they should be a model for the world.)

As an introduction to the foreign policy section of the unit, hold a discussion based on this question: Did the Americans' concept of their nation as a "new order of men" have an effect on their dealings with the "old order of men"? How did Americans view their role on the diplomatic scene? (The students will have gained much knowledge of foreign policy from their previous readings in the unit and this information can be drawn out in the discussion. Also show cartoons, such as that in Nevins, and read selections on American's image of the Old World and its diplomacy as cited in Strout. It should be pointed out that the European concept of diplomacy was imbedded in power politics and the mercantile system, and that the Americans wished to avoid both of these.

Nevins, A Century of
(cartoons
Strout, The American
Old World, chs. 1-5.

For teachers use: Gi
Beginnings of Americ
Policy.

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Nevins, A Century of Political Cartoons.
(cartoons)
Strout, The American Image of the
Old World, chs. 1-5.

For teachers use: Gilbert,
Beginnings of American Foreign
Policy.

a. The warring nations generally disregarded American neutrality since they did not accept the system on which it was based.

b. The U.S. constantly found itself in the ambiguous position of having to consider going to war in order to preserve its neutrality.

3. The Monroe Doctrine proclaimed that the New World was a "new system" and should separate itself from the Old World.

S. Reads for main ideas.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

59. Have the students read different textbooks on foreign policy from the Revolutionary war period (including the Treaties with France) through the Monroe Doctrine. They should try to find any trends in our policy.	U.S. history textbooks of varied reading levels.
60. Have two or more students investigate the chief architects of American foreign policy in this first fifty years of American history (1776-1826), Benjamin Franklin (Revolutionary policy), Thomas Jefferson (Neutrality policy), John Adams (Neutrality Policy), John Quincy Adams (Monroe Doctrine). The students should investigate the experiences of these men in foreign countries to see if there is any relationship between this and their theories and policies. Have them report to the class at the time the specific foreign policy program listed is discussed.	Use biographies, autobiogrpahies, and diaries of these men. Also consult the Dict. of Am. Biog.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems.

S. Generalizes from data.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems.

61. Use the exercise on Washington's Farewell Address and Jefferson's First Inaugural to start a discussion of the early American policy of "peace, commerce, honest friendship with all nations, entangling alliances with none." During this discussion raise the following question: Was the Treaty of 1777 with France a confirmation or a denial of this policy?

"Selected Readings on the Republican Age."

62. Discuss: Was the Jay Treaty in accordance with the traditional policy of peace and commerce without alliance? Did the pro-French attitude of the Republican party and the pro-English policy of the Federalist party deny this overall theory?

63. Have students read in depth on the embargo of 1807. (They can read texts, Bailey, debate in the Annals of Congress, Adams, etc. If such books are not available in quantity, develop a ditto exercise using a variety of sources.)

U.S. history textbooks of varied reading levels. Bailey, Diplomatic History of the U.S. Adams, History of the Jefferson Administration. Annals of Congress.

Use this foreign policy issue as an example of the relationship between a President's determination to formulate foreign policy and public opinion on the issue.

64. Discuss: Was the War of 1812 a denial of the policy of non-involvement in the foolish wars of Europe? Was the American policy of neutrality during the French Revolution-Napoleonic Wars a realistic policy? Was the ideal of "commerce with peace" during a period of widespread European conflict possible?

G. Nationalism is an awareness by the people within a society that its culture is different enough from other societies so that they consider their society a separate entity in the nation-state system.

G. Nationalism leads to a high degree of intense support within the country for goals and instruments a nation chooses to use in international affairs.

G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

V. Nationalism is the awareness by a society that its culture is different enough from other societies so that it considers itself a separate entity in the nation-state system. The new republic considered itself a model for the Old World, "a beacon of the West." The people believed their new nation embodied the most advanced ideals of the age.

A. They had established the first successful republic in the modern world.

B. They made constitutionalism a potent new force.

C. They practiced laissez-faire.

D. They were the first nation to provide for freedom of conscience.

E. They had posited a new foreign policy which should eliminate the "foolish wars" of Europe.

F. They felt the Monroe Doctrine proclaimed the difference between the systems of the New and the Old Worlds.

65. Present an informal lecture (using cartoons, literary pieces, songs, etc.) on the Americans' determination to be independent of Europe.

66. Remind pupils of the story which they probably learned as young children about Washington cutting down the cherry tree in his youth. Ask: What was the point your elders made about this story? Now have a pupil report on how this myth developed and on the purposes of Parson Weems in writing this account. You might have him report, also, on Weem's mythical story about soldiers Jasper and Newton.

Nevins, Gateway to History.
Everett, "Myth on the Map," American Heritage, Dec., 1958, pp. 62-64. (Jaspers and Newton).

G. Nationalism is an awareness by the people within a society that its culture is different enough from other societies so that they consider their society a separate entity in the nation-state system.

S. Generalizes from data.

A. HAS A REASONED LOYALTY TO THE U.S. AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.

S. Checks on the bias and competency of sources.

S. Checks on the completeness of data.

S. Looks for points of agreement and disagreement among sources of information.

A. EVALUATES SOURCES OF INFORMATION.

67. Have students do the exercise on the Monroe Doctrine. This exercise should serve as a takeoff for a summary discussion of Americans' conception of themselves as the "beacon of the West." Bring into the discussion all the 18th Century ideals which Americans considered made them a model for the "new system" of the New World: republicanism, laissez-fairism, freedom of conscience, etc.

"Selected Readings on the Republican Age."

Culminating Activities

68. Discuss: Were the founding fathers a unique generation of men? Did they possess extraordinary talents for politics or was the age in which they lived responsible for their political accomplishments? Were they like the common people of their generation? (A wide-range of possibilities for topics to be discussed has been provided by the unit.)

69. Have the students pretend to be John Locke making an earthly visitation to the U.S. in 1823. Does he see this new nation as the embodiment of his ideals?

70. Give a unit test to see if major concepts of the unit have been understood.

71. Give a test to see if students have the command of the skills of documentary analysis which this unit and the preceeding one tried to teach.

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